

ROBERT MELLORS PRIMARY ACADEMY



SEQUENCE OF LEARNING

Year 1	
Spoken Language	
Statutory requirements (National Curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 1 should be involved in:</p> <ul style="list-style-type: none"> playground talk paired and group talk speaking to teacher and other adults listening and responding to others oral rehearsal for writing learning to talk clearly in front of large groups
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognise and join in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart check that the text makes sense to them as they read and correct inaccurate reading discuss the significance of the title and make inferences on the basis of what is being said and done predict what might happen

<ul style="list-style-type: none"> • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence 	<ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say
Writing	
Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes • Spell common exception words • the days of the week • name the letters of the alphabet <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: • use the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs • use the prefix <i>un-</i> • use <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>) • apply simple spelling rules • write from memory simple sentences dictated by the teacher that include words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • say out loud what they are going to write • compose a sentence orally • sequence sentences to form short narratives • re-read what written to check it makes sense • discuss writing with other children and adults • read aloud their writing clearly enough to be heard by their peers and the teacher
GPS	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • leave spaces between words • join words and joining sentences using <i>and</i> • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • use the grammatical terminology when discussing their own writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to use the skills and strategies to develop fine and gross motor control that were started in the Foundation Stage • join handwriting to link with phonics where letters work together to represent one unit of sound. • use a single base line when the child acquires the necessary fine motor control. • use lined exercise books and be made aware of the correct size of letters and the placing of mid zone letter ascenders and descenders. Staff will ensure that no child's writing becomes too small or too slanted - legibility is essential.

Year 2	
Spoken Language	
Statutory requirements (National curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, • give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English participate in discussions, performances • gain, maintain and monitor the interest of the listener(s) 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 2 should be involved in:</p> <ul style="list-style-type: none"> • playground talk • paired and group talk • speaking to teacher and other adults • listening and responding to others • oral rehearsal for writing • learning to talk clearly in front of large groups • giving feedback to others
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same GPCs as above read words containing common suffixes • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Children should also:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • be introduced to non-fiction books that are structured in different ways • discuss and clarify the meanings of words, linking new meanings to known vocabulary • build up a repertoire of poems learnt by heart, • check that the text makes sense to them as they read and correcting inaccurate reading

<ul style="list-style-type: none"> • read independently using the books appropriate to the sounds they are practising in phonics • participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down. 	<ul style="list-style-type: none"> • make inferences on the basis of what is being said and done answering and asking questions • predict what might happen • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Writing	
Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell common exception words • learn to spell more words with contracted forms learning the possessive apostrophe • distinguish between homophones and near-homophones • add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i> • apply spelling rules • write from memory simple sentences dictated by the teacher . 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes • consider what they are going to write before beginning by planning or saying out loud what they are going to write about • make simple additions, revisions and corrections to their own writing • evaluate their writing with the teacher and other pupils • re-read to check that their writing makes sense • proof-read to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • use sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify • use the present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) and co-ordination (using or, and, or but • use the grammatical terminology in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • continue to use the skills and strategies to develop fine and gross motor skills • join their names join the first 100 key words join main phonic clusters (digraphs, trigraphs) join main endings of words e.g. ing er,est,ck,ed. • Children will be encouraged to join every word when the joining to phonemes, clusters and key words is automatic.

Year 3	
Spoken Language	
Statutory requirements (National curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 3 should be involved in:</p> <ul style="list-style-type: none"> • playground talk • paired and group talk • speaking to teacher and other adults • listening and responding to others • oral rehearsal for writing • learning to talk clearly in front of large groups • giving feedback to others • formal and informal presentations
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Children should also:</p> <ul style="list-style-type: none"> • any children still requiring phonic support, will read decodable books appropriate to the sounds that they are practising. • read independently reading books appropriate to their own ability (90% check) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • read books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify themes and conventions in a wide range of books

<ul style="list-style-type: none"> • participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down. • read silently 	<ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Writing

Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them Eg prefixes: un, dis, mis, re, sub, inter, super, anti, auto, in, il, im, ir Suffixes: ing, er, en, ed, ation, sion, ssion. tion, ly, ous, • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings <p>Evaluate and edit by:</p>

	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • use the perfect form of verbs to mark relationships of time and cause • use the correct grammatical agreement • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials • use commas after fronted adverbials • use and punctuate direct speech • use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • join up handwriting for any piece of written work. • Use lined guidance provided when writing on plain paper. Children will not be expected to write on plain paper without guidance. • Work towards earning a pen licence for sustained and consistent handwriting which is line with the policy. <p>Daily handwriting practice will take place for those children who require it.</p>

Year 4	
Spoken Language	
Statutory requirements (National curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 4 should be involved in:</p> <ul style="list-style-type: none"> • playground talk • paired and group talk • speaking to teacher and other adults • listening and responding to others • oral rehearsal for writing • learning to talk clearly in front of large groups • giving feedback to others • formal and informal presentations • developing a richer vocabulary • taking part in more indepth discussions
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Children should also:</p> <ul style="list-style-type: none"> • any children still requiring phonic support, will read decodable books appropriate to the sounds that they are practising. • read independently reading books appropriate to their own ability (90% check) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • read books that are structured in different ways • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify themes and conventions in a wide range of books • prepare poems and play scripts to read aloud and to perform

<ul style="list-style-type: none"> participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down. read silently 	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predict what might happen from details stated and implied identify main ideas drawn from more than one paragraph and summarising these retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Writing	
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Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them Eg prefixes: un, dis, mis, re, sub, inter, super, anti, auto, in, il, im, ir Suffixes: ing, er, en, ed, ation, sion, ssion. tion, ly, ous, spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

	<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • ensure tenses are use accurately and correctly • use the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to add detail • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials • use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech • use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • join up handwriting for any piece of written work. • Use lined guidance provided when writing on plain paper. Children will not be expected to write on plain paper without guidance. • Work towards earning a pen licence for sustained and consistent handwriting which is line with the policy. <p>Daily handwriting practice will take place for those children who require it.</p>

Year 5	
Spoken Language	
Statutory requirements (National curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 5 should be involved in:</p> <ul style="list-style-type: none"> • playground talk • paired and group talk • speaking to teacher and other adults • listening and responding to others • oral rehearsal for writing • learning to talk clearly in front of large groups • giving feedback to others • formal and informal presentations • developing a richer vocabulary • taking part in more indepth discussions
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • read aloud a wide range of poetry and stories. • read most words effortlessly • prepare readings with some intonation • summarise and present a familiar story in their own words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain a positive attitude to reading • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books

<ul style="list-style-type: none"> • be able to read silently and discuss what they have read. <p>Children should also:</p> <ul style="list-style-type: none"> • read independently reading books appropriate to their own ability (90% check) • participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down. • read silently 	<ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, • provide reasoned justifications for their views.
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Writing

Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes e.g. cious, tious, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible • continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • recognise silent letters • use ough correctly • use hyphens to join a prefix • • use dictionaries to check the spelling and meaning of words 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<ul style="list-style-type: none"> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the perfect forms of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity • use brackets, dashes or commas to indicate parenthesis • use a colon to introduce a list • punctuate bullet points consistently • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • join up handwriting for any piece of written work. • Use lined guidance provided when writing on plain paper. Children will not be expected to write on plain paper without guidance. • Work towards earning a pen licence for sustained and consistent handwriting which is line with the policy. <p>Daily handwriting practice will take place for those children who require it.</p>

Year 6	
Spoken Language	
Statutory requirements (National curriculum)	Our requirements
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions give well-structured descriptions and explanations • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>Children move from experiencing and participating in informal talk to formal talk.</p> <p>Children in Year 6 should be involved in:</p> <ul style="list-style-type: none"> • playground talk • paired and group talk • speaking to teacher and other adults • listening and responding to others • oral rehearsal for writing • learning to talk clearly in front of large groups • giving feedback to others • formal and informal presentations • developing a richer vocabulary • taking part in more in depth discussions
Reading	
Word reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • read aloud a wide range of poetry and stories. • read most words effortlessly • prepare readings with some intonation • summarise and present a familiar story in their own words. • be able to read silently and discuss what they have read. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain a positive attitude to reading • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • learn a wider range of poetry by heart

<p>Children should also:</p> <ul style="list-style-type: none"> • read independently reading books appropriate to their own ability (90% check) • participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down. • read silently 	<ul style="list-style-type: none"> • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, • provide reasoned justifications for their views.
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Writing

Transcription	Composition
<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes e.g. cious, tious, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible • continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • recognise silent letters • use ough correctly • use hyphens to join a prefix • • use dictionaries to check the spelling and meaning of words 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<ul style="list-style-type: none"> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence • use the perfect forms of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility • use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • use commas to clarify meaning or avoid ambiguity in writing • use hyphens to avoid ambiguity • use brackets, dashes or commas to indicate parenthesis • use semi-colons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list • punctuate bullet points consistently • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • join up handwriting for any piece of written work. • Use lined guidance provided when writing on plain paper. Children will not be expected to write on plain paper without guidance. • Work towards earning a pen licence for sustained and consistent handwriting which is line with the policy. <p>Daily handwriting practice will take place for those children who require it.</p>